

A
SHORT INTRODUCTION
TO
ENGLISH GRAMMAR,
WITH
Orthographical
EXERCISES.

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Norwich:

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P R E F A C E.

THERE is not a more important acquisition than a perfect knowledge of the English Language; and it must be confessed, that no subject has been more frequently or more successfully discussed.

Many of the most eminent scholars of this and the preceding ages, have directed their enquiries to the study of universal grammar; and have by these means, been enabled to take a comprehensive view of the whole analogy of English grammar.

Little, therefore, remains for him who writes only for the information of Younger Minds, but to collect, from the innumerable treatises of his predeces-

sors, such rules as appear the most important, and to explain them in a concise and familiar manner.

Among the most humble attempts of this kind, the Author places the following Introduction to English Grammar; which he submits to the public, from an opinion that it will tend to facilitate the labours of those instructors who may be induced to make use of it, and render this branch of education more pleasing to young persons, than it is generally found to be.

The First Part comprehends an Explanation of the different Parts of Speech, divided into short lessons, by question and answer, for the mutual convenience of both master and scholar.

The Second Part contains a Series of Parsing Exercises, which should be written as they follow in regular succession;—and the pupil should be con-

tinued in this employment, by selections from any good author, till he can readily define every part of speech.

The Rules of Syntax, in the Third Part, should next be committed to memory. These are followed by Exercises upon each Rule, numbered, to avoid the trouble of marking each separate lesson.

The fourth Part consists of Orthographical Exercises. Some of them are on a novel plan; comprising Detached Sentences, in which is introduced a collection of words sounding nearly alike, but differently spelled. These may be useful to assist young persons in their endeavours to write with correctness and precision.

In the Appendix is given a Table of Irregular Verbs and of Adverbs, an Explanation of the Modes and Tenses, and a few Observations intended to cor-

rect some common errors in writing and conversation.

Such is the plan of this little work, which the Author has adopted, for many years, in his own school, with the desired success; and he hopes it will be found, upon trial, to answer the purpose of an introduction to more general and critical treatises upon the same subject.

NORWICH, August 25, 1798.

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AN
Introduction
TO
ENGLISH GRAMMAR.

W QUESTION.
HAT is grammar?

ANSWER.

Grammar is the art of speaking and writing with propriety.

Q. What does grammar treat of?

A. Sentences, and the several parts of which sentences are composed.

Q. Of what do sentences consist?

A. Of words.

Q. What do words consist of?

A. Of syllables.

Q. And syllables?

A. Of one or more letters.

Q. What is the whole subject of grammar?

A. Letters, syllables, words and sentences.

Lesson the Second.

Q. HOW many sorts of words or parts of speech are there in the English language?

A. Ten.

Q. Tell me their names.

A. ARTICLE, SUBSTANTIVE, ADJECTIVE, PRONOUN, VERB, PARTICIPLE, ADVERB, CONJUNCTION, PREPOSITION, and INTERJECTION.

ARTICLE.

Q. What is an article?

A. A word prefixed to substantives to point them out, and to shew how far their signification extends.

Q. How many articles are there?

A. Two: *a* and *the*.

Q. Does the article *a* never alter?

A. Yes, it becomes *an* before a vowel, *y* excepted, and before an *h* not aspirated or founded.

Lesson the Third.

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Q. HOW are the articles distinguished?

A. *The* is called the *definite*, and *a* the *indefinite article*.

Q. Why are they thus named?

A. The definite article *the* is so called, because it defines or explains the particular person or thing mentioned.

Q. When is the indefinite article used?

A. When we speak of a single person or thing, but do not particularly refer to one more than another; as a pen, a lesson, a scholar, an hour.



## Lesson the Fourth.

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SUBSTANTIVES.

Q. WHAT is a substantive?

A. The name of any thing we can think or speak of: as a boy, an apple, honesty, industry.

Q. How many kinds of substantives?

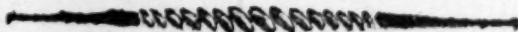
A. Two: called proper and common names.

Q. What is a proper name?

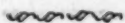
A. Proper names are the names of individual objects, as George, Norwich, Thames.

Q. What is a common name?

A. Common names are the names of all of the same sort or class, as woman, city, letter.



Lesson the Fifth.



Q. HOW many numbers are there?

A. Two: the singular and the plural.

Q. When is the singular used?

A. When we speak of *one* person or thing.

Q. What is the meaning of plural?

A. The plural speaks of more than one.

Q. How is the plural formed.

A. Generally by adding *s* to the singular.

Q. Is it always formed thus?

A. Not always: for when words end in *ch*, *fs*, or *x*, we must subjoin *es* to make them plural, as church, churches; lads, ladses; fox, foxes: and when the singular ends in *y*, the plural is made by changing the *y* into *ies*; as cherry, cherries; lady, ladies.



Lesson the Sixth.

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Q. HOW do words ending in *f* or *fe* form their plurals, and what words are excepted?

A. Words ending in *f* or *fe* commonly change *f* or *fe* into *ves* in the plural; as loaf, loaves; half, halves; knife, knives:—except hoof, roof, proof, relief, mischief, puff, cuff, dwarf, handkerchief, and grief.

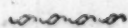
Q. What plurals are irregular?

A. The irregular plurals are teeth from tooth, mice from mouse, geese from goose, feet from foot, dice from die, pence from penny, brethren from brother, children from child, men from man, &c.

Q. Are there any words which have no plural?

A. Yes: such as flour, pitch, gold, cloth, pride, &c.

Lesson the Seventh.



Q. WHAT words have no singular?

A. Bellows, snuffers, news, wages, thanks
—with some others.

Q. Are any words the same in both numbers?

A. Yes: sheep, deer, and fern.

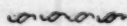
Q. What Hebrew, Greek, Latin, and French words, in common use, retain the plurals of their own languages?

A. The following—Cherub, Cherubim; Seraph, Seraphim; Phænomenon, Phænomena; Radius, Radii; Erratum, Errata; Beau, Beaux; Monsieur, Messieurs, &c.

Q. What substantives express the difference of sex by their termination?

A. Princess, duchess, peeress, poetess, authoress, chauntress, actress, governess, heroine, executrix, lioness, tygress, and some others.

Lesson the Eighth.



Q. HOW many cases are there?

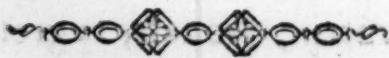
A. In the English language two cases only are expressed by the noun itself:—the first is the nominative, the second, the genitive or possessive.

Q. Explain the meaning of the nominative case.

A. The nominative case is generally found before the verb; and answers to the question *who*, or *what*—as, God made all things. Who made all things? Answer—God.

Q. What is the genitive case?

A. The genitive case implies property or possession—as, the man's hat; that is, the hat belonging to the man.



Lesson the Ninth.

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Q. HOW is the genitive known?

A. The genitive is known by the sign *of*, and answers to the question *whose*—as

The Lord's prayer. Whose prayer?

Answer.—The prayer of our Lord when he taught his disciples.

Q. How many genders are there?

A. Three: the masculine, the feminine, and the neuter:—the masculine denotes the *male sex*; the feminine, the *female sex*; and the neuter is of neither gender; that is, *excludes all consideration of sex*.

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ADJECTIVES.

Q. What is an adjective?

A. An adjective expresses the quality of a substantive; as good, bad, wise, foolish, great, small, black, white, &c.

Lesson the Tenth.

Q. How are adjectives known?

A. By putting the word *thing* after them; as great thing, small thing, &c.

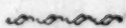
Q. How many degrees of comparison are there?

A. Two degrees of comparison, the comparative and the superlative, are all that seem to be necessary; what is called the positive degree, is the simple form of the adjective, and expresses neither degree nor comparison.

Q. How are the comparative and superlative degrees formed?

A. The comparative is formed by adding *er*, or prefixing the adverb *more* to the positive, as *harder* or *more hard*; and the superlative adds *est*, or prefixes the adverb *most* to the positive; as *hardest* or *most hard*.

Lesson the Eleventh.

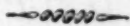


Q. ARE not some adjectives compared irregularly?

A. Yes—the following:

P.	C.	S.
Good	better	best
Bad	worse	worst
Little	less	least
Much	more	most

And some adjectives do not admit of comparison—as, eternal, all, every, infinite, each, &c.



PRONOUNS.

Q. What is a pronoun?

A. A pronoun is a word standing instead of a noun: as, instead of my own name, I say *I* or *me*; instead of his name, *he*, *his*, or *him*.

Lesson the Twelfth.

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Q. WHAT pronouns are of the first person?

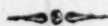
A. *I* the first person singular; *we* the first person plural.

Q. Name the pronouns of the second person.

A. *Thou*, the second person singular, *ye* or *you*, the second person plural.

Q. The pronouns of the third person:

A. *He*, *she*, and *it*, are of the third person singular; and *they*, the third person plural.



A TABLE OF PRONOUNS.

I, thou, thee, ye, you, he, him, she, her, it, we, us, they, them, my, mine, thy, thine, his, her's, your, your's, this, that, these, those, myself, thyself, himself, herself, itself, themselves, ourselves, aught, one, any one, his own, my own, thy own, her own, our own, your own, who, whom, whose, what, which, whoever, whosoever, whomsoever.

Lesson the Thirteenth.

VERBS.

Q. WHAT is a verb?

A. A word which denotes being, doing, or suffering: as *to read, to be loved, to walk, &c.*

Q. How do you know a verb?

A. By placing a substantive or pronoun before it: as, *the scholar reads, I love, they walk.*

Q. How many kinds of verbs are there?

A. Three:—Active or transitive, neuter or intransitive, and passive.

Q. What are verbs active or transitive?

A. Those which denote action; as, *to make, to carry.*

Q. What are verbs neuter or intransitive?

A. Those which denote being only, or the mode or manner of being; as, *to be, to stand, to sit.*

Q. What are verbs passive?

A. Those which denote suffering, or a being acted upon; as, *I am loved, he is taken.*

Lesson the Fourteenth.

Q. HOW many different tenses or times are there in the English language?

A. Only two expressed by the verb itself; the first is the *present time*, as, *I love*; the second, the *past time*, as, *I loved*.

Q. Express the present and past time of a regular verb.

The verb—DANCE.

Present time.

<i>Sing.</i>	I dance,	<i>Plu.</i>	We dance,
	thou dancest,		ye or you dance,
	he danceth, or		they dance.
	he dances.		

Past time.

<i>Sing.</i>	I danced,	<i>Plu.</i>	We danced,
	thou dancedst,		ye or you danced,
	he danced.		they danced.

Q. How is the future formed?

A. By the helping verbs *shall* or *will*, as, *I shall dance*, &c.*

* It is presumed this account of the Verbs will, at present, be sufficient for the scholar to commit to memory.—He may afterwards go through the several Moods and Tenses, which are fully explained in the Appendix.

Lesson the Fifteenth.

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Q. WHAT are irregular verbs?

A. We call those verbs irregular, which do not form their imperfect tense (or past time) and passive participle, by adding *ed* to the present tense.

EXAMPLE.

The verb—WRITE.

Present time.

<i>Sing.</i>	I write,	<i>Plu.</i>	We write,
	thou writest,		ye or you write,
	he writeth, or		they write.
	he writes.		

Past time.

<i>Sing.</i>	I wrote,	<i>Plu.</i>	We wrote,
	thou wrotest,		ye or you wrote,
	he wrote.		they wrote.

Note.—A Table of the Irregular Verbs may be found in the Appendix.

Lesson the Sixteenth.

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Q. HOW many auxiliary or helping verbs are there?

A. The nine following:—Do, have, be, may, can, shall, will, must, and let.

Q. Express the present and past time of these verbs.

### THE AUXILIARY VERB—DO.

#### *Present time.*

|              |             |             |               |
|--------------|-------------|-------------|---------------|
| <i>Sing.</i> | I do,       | <i>Plu.</i> | We do,        |
|              | thou dost,  |             | ye or you do, |
|              | he doth, or |             | they do.      |
|              | he does.    |             |               |

#### *Past time.*

|              |             |             |                |
|--------------|-------------|-------------|----------------|
| <i>Sing.</i> | I did,      | <i>Plu.</i> | We did,        |
|              | thou didst, |             | ye or you did, |
|              | he did.     |             | they did.      |

Active participle—doing,

Passive—done.





## Lesson the Seventeenth.

## BE.

*Present Time.*

|              |           |             |                |
|--------------|-----------|-------------|----------------|
| <i>Sing.</i> | I am,     | <i>Plu.</i> | We are,        |
|              | thou art, |             | ye or you are, |
|              | he is.    |             | they are.      |

*Past Time.*

|              |            |             |                 |
|--------------|------------|-------------|-----------------|
| <i>Sing.</i> | I was,     | <i>Plu.</i> | We were,        |
|              | thou wast, |             | ye or you were, |
|              | he was.    |             | they were.      |

*Note.* After the conjunctions *if, though, &c.* this verb takes a different form, as follows:

*Present Time.*

|              |             |             |               |
|--------------|-------------|-------------|---------------|
| <i>Sing.</i> | I be,       | <i>Plu.</i> | We be,        |
|              | thou beest, |             | ye or you be, |
|              | he be.      |             | they be.      |

*Past Time.*

|              |            |             |                 |
|--------------|------------|-------------|-----------------|
| <i>Sing.</i> | I were,    | <i>Plu.</i> | We were,        |
|              | thou wert, |             | ye or you were, |
|              | he were.   |             | they were.      |

Participles. { Active—being,  
                  { Passive—been.

## Lesson the Eighteenth.

## CAN.

*Present Time.*

|              |             |             |                |
|--------------|-------------|-------------|----------------|
| <i>Sing.</i> | I can,      | <i>Plu.</i> | We can,        |
|              | thou canst, |             | ye or you can, |
|              | he can.     |             | they can.      |

*Past Time.*

|              |               |             |                  |
|--------------|---------------|-------------|------------------|
| <i>Sing.</i> | I could,      | <i>Plu.</i> | We could,        |
|              | thou couldst, |             | ye or you could, |
|              | he could.     |             | they could.      |

## MAY.

*Present Time.*

|              |              |             |                |
|--------------|--------------|-------------|----------------|
| <i>Sing.</i> | I may,       | <i>Plu.</i> | We may,        |
|              | thou may'st, |             | ye or you may, |
|              | he may.      |             | they may.      |

*Past Time.*

|              |                |             |                  |
|--------------|----------------|-------------|------------------|
| <i>Sing.</i> | I might,       | <i>Plu.</i> | We might,        |
|              | thou mightest, |             | ye or you might, |
|              | he might.      |             | they might.      |

## Lesson the Nineteenth.

## SHALL.

*Present Time.*

|              |             |             |                  |
|--------------|-------------|-------------|------------------|
| <i>Sing.</i> | I shall,    | <i>Plu.</i> | We shall,        |
|              | thou shalt, |             | ye or you shall, |
|              | he shall.   |             | they shall.      |

*Past Time.*

|              |                |             |                   |
|--------------|----------------|-------------|-------------------|
| <i>Sing.</i> | I should,      | <i>Plu.</i> | We should,        |
|              | thou shouldst, |             | ye or you should, |
|              | he should.     |             | they should.      |

## WILL.

*Present Time.*

|              |            |             |                 |
|--------------|------------|-------------|-----------------|
| <i>Sing.</i> | I will,    | <i>Plu.</i> | We will,        |
|              | thou wilt, |             | ye or you will, |
|              | he will.   |             | they will.      |

*Past Time.*

|              |               |             |                  |
|--------------|---------------|-------------|------------------|
| <i>Sing.</i> | I would,      | <i>Plu.</i> | We would,        |
|              | thou wouldst, |             | ye or you would, |
|              | he would.     |             | they would.      |

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## Lesson the Twentieth.

## MUST.

*Present Time.*

|              |            |             |                 |
|--------------|------------|-------------|-----------------|
| <i>Sing.</i> | I must,    | <i>Plu.</i> | We must,        |
|              | thou must, |             | ye or you must, |
|              | he must.   |             | they must.      |

## HAVE.

*Present Time.*

|              |             |             |                 |
|--------------|-------------|-------------|-----------------|
| <i>Sing.</i> | I have,     | <i>Plu.</i> | We have,        |
|              | thou hast,  |             | ye or you have, |
|              | he hath, or |             | they have.      |
|              | he has.     |             |                 |

*Past Time.*

|              |             |             |                |
|--------------|-------------|-------------|----------------|
| <i>Sing.</i> | I had,      | <i>Plu.</i> | We had,        |
|              | thou hadst, |             | ye or you had, |
|              | he had.     |             | they had.      |

Active participle—having,  
Passive—had.

The helping verb LET is used only in the imperative mood—as, *let me go, let us read, &c.*



## Lesson the Twenty-first.

### PARTICIPLES.

Q. WHAT is a participle?

A. A word derived from a verb.

Q. How many kinds of participles are there?

A. Two: Active participles, which end in *ing*, as *eating*, *dancing*—and passive participles, which end in *ed*, *t*, or *n*, as *loved*, *taught*, *slain*.

### ADVERBS.

Q. What is an adverb?

A. An adverb is joined to a verb, or an adjective, to restrain and qualify its meaning—as, you behave *improperly*, he writes *well*, a *very* good man, &c.

Q. Do adverbs admit of comparison?

A. Some of them; as *often*, *oftener*, *oftenest*; *soon*, *sooner*, *soonest*; and many are compared by other adverbs—*much*, *more*, *most*, &c.\*

\* A Table of the principal Adverbs is given in the Appendix.

## Lesson the Twenty-second.

## CONJUNCTIONS.

Q. WHAT is a conjunction?

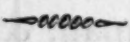
A. A conjunction is used to join words or sentences together.



*A Table of Conjunctions.*

Albeit, although, and, as, because, but, either, else, however, if, lest, notwithstanding, neither, nor, or, though, unless, whereas, whether, yet.

The foregoing are always conjunctions.

 The *five* following are sometimes adverbs:

*Also, otherwise, since, likewise, then.*

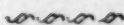
*Except and save* are sometimes verbs.

*Till* and *for*, sometimes prepositions.

*Both*, sometimes an Adjective.

*That*, frequently a pronoun.

## Lesson the Twenty-third.



### PREPOSITIONS.

Q. WHAT is a preposition?

A. A preposition is set before a noun or pronoun, to shew the relation one thing has to another.



#### *A Table of Prepositions.*

About, above, after, against, among, amongst, at, below, before, between, beneath, besides, behind, beyond, by, for, from, in, into, of, over, out of, off, on, since, to, towards, through, under, unto, upon, with, within, without.



### INTERJECTIONS.

Q. What is an interjection?

A. Interjections express some sudden emotion of the mind, and are as various as the passions of the human mind themselves.

## Part the Second.

### *The Analysis of Grammar:*

IN A REGULAR SERIES OF

### PARSING EXERCISES.

1.

**V**ERBS to be written in the *present, past,*  
and *future* tenses.

To dance. To learn. To appear. To consider. To cipher. To destroy. To go. To come. To ride. To see. To speak. To teach. To give. To read. To lie. To lay.

2.

#### *Articles and Substantives.*

A man. The house. The boy. An apple. The birds. A pen. An hour. The soldiers. The books. The horse. A coat. A dress.

3.

#### *Adjectives.*

A good man. A black horse. The white house. The great hall. A grand feast. The virtuous women. The honest servants. The industrious mechanic. The generous tar.



4. *Pronouns and Verbs.*

I go. Thou readeſt. You play. He ſings.  
 She dances. It ſeems. We ſtudy. You com-  
 poſe. They print. I obſerve. You loved.  
 He conquered. She paints. We fight. Ye  
 adviſe. They advanced.

## 5.

I went. You ſpoke. He heard. We play.  
 You tranſlate. They rode. I walked. They  
 built. You deſtroyed. She dreſſed. It fell.  
 He came. We deliberate. You meaſure the  
 land. He writes a letter.

## 6.

*Auxiliary Verbs.*

I can go. Thou canſt read. He may re-  
 turn. I muſt ſtudy. He could return. I do  
 conſider. They did play. I will come. You  
 ſhall ſtay. They will withdraw. He will  
 purchaſe the horſe. An honeſt man will  
 fear God. You muſt pay the taxes.

## 7.

*Active and Passive Participles.*

I was eating. He is learning. You were  
 ſtudying. I have taken. You had written.  
 He has ſpoken. I was painting. He was  
 tranſlating Virgil. They were building the  
 bridge. He had taken the houſe.

8. *Substantives in the Nominative Case.*

The man considers. The boy runs. A dog barks. Fishes swim. The birds fly. Thomas works. James plays. Jane is weeping. He is lamenting. He will learn. The houses are falling. The apple was eaten. The estate is sold.

9.

*Adjectives.*

An honest man fears God. The wise man reflects. The diligent boy learns. The apple is green. The strawberry is ripe. The plums are sweet. The pears are mellow. The city was taken. They repaired the old house.

10.

*Interrogative Sentences.*

Do you learn grammar? Did you make the fire? Does he mind his business? Could you see the castle? Did you sing a hymn? Was he taken prisoner? Has he made the coat? Shall we gain the prize? Have you written the letter?

11.

*Adverbs.*

He writes well. The young lady reads slowly. You sing charmingly. They are always cheerful. He is never idle. I shall certainly be there. Whither are you going?

Where shall we find happiness? How was he discovered? Did you ever see an elephant?

## 12.

*Conjunctions.*

He studies grammar and composition. He and his sister were attentive. They must study, or they will be punished. If he attend, he shall be rewarded. Whether it were I or you, so we preach and so ye believe. Wherefore the law is holy; and the commandment holy, and just, and good. A soft answer turneth away wrath: but grievous words stir up anger.

## 13.

*Prepositions and Verbs in the Infinitive Mood.*

To be completely happy is the lot of few. In order to *beat*, we must redouble the blows; but to *strike*, we need give only one. We attribute *light*, to the stars; *brightness*, to the moon; and *splendor*, to the sun. The distinguishing mark of a well-bred man, is, the constant care he takes, never to disgust or offend.

## 14.

*Interjections.*

Alas! I am ruined! Oh! what will become of me? O dear! what can the matter

be? Well done! my lads! Bravo! you have overcome your enemies. Success to the Constitution. Huzza! Ah! well a day! my poor heart! Ha! ha! ha! I shall die with laughter!

## 15.

Verbs in the Imperative Mood are those which denote a *request* or a *command*.

Attend to business. Rise early. Flee pleasures, and they will follow you. Give me neither poverty nor riches. Never leave that till to-morrow, which you can do to day. Give us, O thou parent of all knowledge, a love of learning, and a taste for the pure and sublime pleasures of the understanding.

## 16.

*Adjectives in the Comparative and Superlative Degrees.*

It is better to reprove, than to be angry secretly. It is more painful to live ill, than to live well. Virtue is the best inheritance. Of two things, the best is the most *valuable*; and that *worth* most, which bears the greatest price. Intrepidity encounters the greatest perils with the utmost coolness.

## 17.

*Substantives in the Genitive Case.*

A man's hat in his hand never did him any harm. If the best man's faults were



written on his forehead, it would make him pull his hat over his eyes. The best and noblest conquest is that of a man's own reason over his passions and follies.

## 18.

The word *that* is sometimes a pronoun and sometimes a conjunction.

*Note.*—If the word *that* can be changed into *who* or *which*, or if it relate to a substantive, it is a *pronoun*, otherwise a *conjunction*. For example—*that house—that garden—the man that found the purse—the horse that was sold last week.* Here *that* is a *pronoun*. In the following sentences it is a *conjunction*: *I will endeavour to be virtuous, that I may be happy. It is not that I loved Cæsar less, but that I loved Rome more.*

Pride, that dines on vanity, sups on contempt. He that hath a trade, hath an estate. He that would be well spoken of, must not speak ill of others. We say of cloaths that they are *new*, of topics that they are *fresh*, of actions that they are *recent*. By *beam* is understood the main piece of timber that supports the house; by *rafter*, the secondary timber which is let into the great beam.

## 19.

It is goodness of heart that makes a man *social*, sweetness of temper that makes him *sociable*. The idea of *view* implies a sight

more extensive than that of prospect. Thus we say, a confined *prospect*; but a long or extended *view*. We commonly say of *projects*, that they are *fine*; of *designs*, that they are *great*. We have not assurance enough to say in general that we have no faults, and that our enemies have no good qualities; but in particulars we seem to think so.

## 20.

I estimate Learning far, far beyond all that wealth can purchase, or the prerogative of a Prince bestow. It is, in fact, the first and greatest of all earthly blessings. But in contrast with FAITH, VIRTUE, and a BLESSED IMMORTALITY, its glories fade and totally disappear.

Faith, Virtue, and a Blessed Immortality, form the first desire that animates my heart. Learning claims my next regard, then Liberty, then Health, then Competency. And this I conceive to be the scale of human excellence, the consummation of human felicity.



## Part the Third.

### SYNTAX.

Q. WHAT is understood by the word SYNTAX?

A. Syntax, or Construction, is the proper disposition of words in a sentence, so as to make the meaning clear and distinct.

Q. Into how many parts is Syntax divided?

A. Syntax is usually divided into two parts: *Concord* and *Government*.

Q. What is Concord?

A. The agreement of one word with another, in number, case, gender, and person.

Q. What is Government?

A. Government is when one word requires another to be put in some particular case or mood.

#### Rule the First.

The verb agrees with the nominative case, in number and person—as, *I read, thou readest.*

### *Rule the Second.*

Two or more nominative cases singular, with the conjunction *and* between them, require a verb plural:—as, *John and Joseph are good boys—the King and Queen reign.*

### *Rule the Third.*

A noun of number or multitude admits of a singular or plural verb:—as, *My people doth not consider*; or, *My people do not consider.*

### *Rule the Fourth.*

A verb in the infinitive mood, or some part of a sentence, is sometimes put for the nominative case to the verb; as,

*To study is instructive.*

*A desire to excel others in virtue and learning is a commendable ambition.*

### *Rule the Fifth.*

We must make use of the relative *who*, *whom*, or *that*, when we speak of *persons*; and of *which* or *that*, when we speak of *things*:—as, *We should always avoid a man, who is notoriously wicked, though he may have some qualifications, which are worthy of imitation.*

### *Rule the Sixth.*

The relative pronoun agrees with its antecedent in gender, number, and person;



and if no nominative case come between the relative and the verb, the relative is the nominative case to the verb; as, *I, who love; thou, who teacheſt; the bow, which is broken; the ſhips, that were taken.*

### *Rule the Seventh.*

When a pronoun comes before a verb, it muſt be in the *nominative caſe*—as, *I read, thou readeſt*:—when a pronoun follows a verb, it muſt be in the *accuſative caſe*, as, *I praiſe him, he adviſed me.*

The following Table of Pronouns will now be found uſeful.

| <i>Nominative.</i> | <i>Genitive.</i> | <i>Accuſative.</i> |
|--------------------|------------------|--------------------|
| I                  | Mine             | Me                 |
| Thou               | Thine            | Thee               |
| He                 | His              | Him                |
| She                | Her's            | Her                |
| We                 | Ours             | Us                 |
| They               | Theirs           | Them               |
| Who                | Whoſe            | Whom.              |

### *Rule the Eighth.*

The verb *to be* will have a nominative after it; as, *I am he.*

### *Rule the Ninth.*

Prepoſitions govern the accuſative caſe of the pronoun; as, *I went to him, I talked with her.*

*Rule the Tenth.*

When two substantives come together, the former is in the *genitive case*, as, *Peter's book*, *Diana's bow*.

*Rule the Eleventh.*

The comparative adverbs *more* and *most*, are not to be used when the adjective is compared by *er* or *est*.

*Rule the Twelfth.*

The conjunctions *if*, *although*, *until*, *whether*, *except*, &c. require the verb to be in the subjunctive mood, as,

*If thou know not,*  
*Although he come,*  
*Whether he regard or not,*  
*Except the Sun shine.*



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## EXERCISES

TO BE CORRECTED BY

*The preceding RULES of SYNTAX.*



### EXERCISES FOR THE FIRST RULE.

1.

I study. Thou plays. James doth cough.  
We doth sing. Ye fighteth. The horses  
runs. I is writing. Thou is playing. John  
is hunting. We be fingers. Ye is talking.  
The boys is dining.

2.

I be blamed. Thou is despised. The grafs  
are mowed. We is forbidden. I has heard.  
Thou have prayed. The city have been  
plundered. Ye has been admonished. The  
trumpets has been heard.

3.

The boy hadst loitered. Thou had been  
promoted. Ye had been excused. Thou  
shall answer. Thieves wilt steal. Thou will  
be chastised. He know not how to fear who  
dare to die.

4. Errata, is the faults of the printer inserted usually at the end of the book. He is far from a good man who strive not to grow better. He who have good health, is young; and he is rich, who owe nothing.



#### EXERCISES FOR THE SECOND RULE.

1.

Justice and bounty procures friends. The sun and moon is planets. Eagerness, covetousness, and boldness, makes men blind. Cicero and Cato was wise and learned; they was the men whom Rome and all the world admired.

2.

Good nature and evenness of temper is blessings to those who is possessed of them. Love and esteem is the first principles of friendship.

3.

My father and mother was very pious; I will implore the Divine assistance, and will follow their good example.



#### EXERCISE FOR THE THIRD RULE.

The common people judges by report. A multitude of fishes was taken out of the river. The parliament are sitting.



The Tyrian train, admitted to the feast,  
Approach, and on the painted couches rest.

*Dryden.*

The crowd asserts, and with redoubled cries,  
For the proud challenger demands the prize.

*Dryden.*

#### EXERCISES FOR THE FOURTH RULE.

1. To love his parents art the duty of a child. A desire to excel others in virtue and learning, are a commendable ambition. The predominance of a favourite study, affect all the subordinate operations of the intellect.

2. To hear complaints with patience, even when complaints is vain, are one of the duties of friendship. It are a certain sign of an ill heart, to be inclined to defamation. The civilities of great men, is never thrown away.

3. The first step to virtue, art to love it in others. Well begun, are half done. Divide and conquer, are a principle equally just in science as in policy. To chuse the best among many good, be one of the most hazardous attempts of criticism.

#### EXERCISES FOR THE FIFTH RULE:

1. He are more valiant which conquer himself, than he which conquer the strongest

towns. There be truths, who, as they is always necessary, does not grow stale by repetition. Approve not of him which commend all you says.

2. All change are of itself an evil, who ought not to be hazarded but for evident advantage. He which think he can afford to be negligent of his expences, are not far from being poor.

3. The two powers, who, in the opinion of Epictetus, constitutes a wise man, is those of bearing and forbearing. The men which can be charged with fewest failings, either with respect to abilities or virtue, is generally most ready to make allowances for they.

#### EXERCISES FOR THE SIXTH RULE. .

1. Beware of pleasure, who are a deadly mischief. The wicked, which feareth not God, wilt be punished hereafter. It are discovered by a very few experiments, that no man are much pleased with a companion, which do not increase, in some degree, his fondness for himself.

2. The man which feel himself ignorant, should at least be modest. He which are pleased with himself, easily imagine he shall please others. A man cannot be agreeable to others, which are not easy within himself.

3. There are few which do not learn by degrees, to practice them crimes whom they cease to censure. Many men mistakes the love for the practice of virtue; and be not so much good men, as the friends of goodness.

#### EXERCISES FOR THE SEVENTH RULE.

1. Every man hath one or more qualities which may make he useful both to themselves and others. We are inclined to believe those who us do not know, because them has never deceived us. Them is often caught by deceit, whom practice it.

2. A man know not the worth of a thing till him want it. Him, that too much refine his delicacy, wilt always endanger his quiet.

Who is there? Me.—Who do you call? He.—Who do you vote for? He.—Place me among princes, or among beggars, this shall not make I proud, nor that ashamed.

3. Him, which go about a thing himself, have a mind to have it done. Him, that run against time, have an antagonist not subject to casualties. If men of eminence is exposed to censure on the one hand, them is as much liable to flattery on the other. Those whom raise envy, will easily incur censure.

4. Faction seldom leave a man honest, however it may find he. No man have so much care, as him which endeavour after the most happiness. Pleasure are only receiving, when us believe us give it in return. Little things is not valued, but when them is done by they which can do greater. All travel has its advantages; if the passenger visits better countries, him may learn to improve his own; and if fortune carry he to worse, him may learn to enjoy it.

#### EXERCISE FOR THE EIGHTH RULE.

It was her who came with I. It was me who went to London last week. It is him that does his duty which will be esteemed. It is not me, but him which broke the window.

#### EXERCISE FOR THE NINTH RULE.

Approve not of he who commend all you say. An enemy unites all to who him threaten danger. A man advanced in years, which think fit to look back upon his former life, and call that only life who was passed with satisfaction and enjoyment, excluding all parts which were not pleasant to he, will find himself very young, if not in his infancy.



## EXERCISES FOR THE TENTH RULE.

## 1.

Nature and natures laws lay hid in night,  
God said, "let Newton be," and all was light.

*Pope.*

*On the Statue of Niobe.*

To stone the gods has changed her—but in  
vain—

The sculptors art have made her live again.

Brutus unmov'd heard how her Portia fell,  
Should Jacks wife die him would behave  
as well.

## 2.

I owe, say Thomas, much to Peters care;  
Once only seen, him chose I for his heir:  
True, Thomas; hence your fortunes take  
their rise;  
Her heir you was not, had him see you twice.

*On the Funeral of a Miser.*

What numerous lights this wretchs corpse  
attend,  
Whom, in his life time, sav'd a candle's end.

*Epitaph on a young Lady.*

Sleep soft in dust, wait the Almighty's will,  
Then rise unchang'd, and be an angel still.

## EXERCISES FOR THE ELEVENTH RULE.

1. That kind of life is the most happiest who afford us the most opportunities of gaining our own esteem. To strive with difficulties, and to conquer they, is the most highest of human felicity. True wisdom are the most greatest pleasure of the mind. Dutiful children are the most best gifts of Providence. Virtue is the most surest foundation both of reputation and fortune.

2. Animals in their generation is more wiser than the sons of men.—Youth is of no long duration; and in more maturer age, when the enchantments of fancy shall cease, and phantoms of delight dance no more about we, us shall have no comforts but the esteem of wise men, and the means of doing good.

3. Supposing a man always happy in their dreams and miserable in their waking thoughts, and that his life wast equally divided between they, whether would him be more happier or more miserable? Diligence in employments of lesser consequence, is the most successfulest introduction to more greater enterprizes.

## EXERCISE FOR THE TWELFTH RULE.

If children is neglected till vice hath taken deep root in them, they be hardly reformed

afterwards. Though ability is wanting, yet the will to do good is commendable. I will not let thee go, except thee blesteth me. Let us sacrifice unto the Lord, lest he falls upon us with pestilence. I will strictly charge the servant that he suffers no one to enter the house.

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### *Miscellaneous Exercises.*

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1. AFTER the most straitest sect of our religion I lived a Pharisee. Whosoever of you will be chiefest, shall be servant of all. The tongue is like a race-horse, who runs the faster the lesser weight it carries.

I knew thou wert not slow to hear.

Thou who of old wert sent to Israel's court.

The rules of our holy religion, from which we are infinitely swerved. The whole obligation of that law and covenant, which God made with the Jews, was also ceased. Whose number was now amounted to three hundred.

2. After I had wrote the letter I carried it to the post office. When she has wrote the note, you shall carry it. If you are not

well, you had better lay down. Here lays the book. I lay the paper upon the table: He laid upon the ground several hours. He had laid there without being discovered. This book is to lay upon the table. I laid in bed very late this morning. Who should I meet the other night but my old friend. There's two or three of us have seen strange fights. There was more than twenty persons in the room last night.

3. They are all built of fine white stone, and are excessive high. In proportion as either of these two qualities are wanting, the language is imperfect. I am almost froze to death. You have tore my gown in three places. He has stole my watch. I have bore his ill behaviour too long. The ships were drove from their anchors. The vessel was laded with coals. The grass was mowed this morning. Yesterday I run three miles without stopping.

4. I have chose my lot, and am fatisfied. Sure some disafter has befell. It snw very fast this morning. Mr. Johnson took me to the British Museum, and shew me all the curiosities. We are alone; here's none but thee and I. I have considered what have been said on both sides in this controverfy. The number of the names together were about an hundred and twenty.



And Rebekah took goodly raiment of her eldest son Esau, which were with her in the house, and put them upon Jacob, her youngest son. Those, who he thought true to his party. Who should I meet the other night, but my old friend the doctor. Laying the suspicion upon somebody, I know not who.

5. What reason have the church of Rome to talk of modesty in this case? And so was also James and John the sons of Zebedee, which were partners with Simon. Whom do men say, that I am? But whom say ye, that I am? Whom think ye, that I am? It is not me you are in love with. Impossible! it can't be me. It cannot but be a delightful spectacle to God and angels to see a young person, besieged by powerful temptations on either side, to acquit himself gloriously, and resolutely to hold out against the most violent assaults: to behold one in the prime and flower of his age, that is courted by pleasures and honours, to reject all these, and to cleave stedfastly unto God.

6. It is not right, for to covet another man's possessions. You do wrong, for to be angry upon every trifling occasion. Sir, you are wanting. Madam, will you please to come down; you are wanting. We have means in our hands, and nothing but the

application of them is wanting. If a man have an hundred sheep, and one of them be gone astray, doth he not leave the ninety and nine, and goeth into the mountains, and seeketh that which is gone astray? On the morrow, because he would have known the certainty, wherefore he was accused of the Jews, he loosed him. History painters would have found it difficult to have invented such a species of beings.

7. I have not wept this forty years. If I had not left off troubling myself about those kind of things.—I am not recommending these kind of suffering to your liking. His face was easily taking either in painting or sculpture; and scarce any one, though never so indifferently skilled in their art, failed to hit it. Let each esteem other better than themselves. It is requisite, that the language of an heroic poem should be both perspicuous and sublime. In proportion as either of these two qualities are wanting, the language is imperfect. Every one of the letters bear date after his banishment; and contain a complete narrative of his stay afterwards. The King of Israel, and Jehosaphat, King of Judah, sat either of them on his throne.

8. If the calm, in which he was born, and lasted so long, had continued. A man

whose inclinations led him to be corrupt, and had great abilities to multiply and defend his corruptions. He behaved himself conformable to that blessed example. I shall endeavour to live hereafter suitable to a man in my station. I never can think so mean of him. Homer describes the river agreeable to the vulgar reading. He behaved exceeding well yesterday. I only spake three words. I will not eat no more apples. They accused the ministers for betraying the Dutch.

9. He is resolved of going to sea. You have bestowed your favours to the most deserving persons. I do likewise dissent with this gentleman. Not from any personal hatred to them, but in justification to the best of Queens. Who, instead of going about doing good, they are perpetually intent upon doing mischief. Take heed that thou speakest not to Jacob. It was well expressed by Plato; but more elegantly by Solomon than he. You are a much greater loser than me by his death.

10. The drift of all his sermons were, to prepare the Jews for the reception of a prophet, mightier than him, and whose shoes he was not worthy to bear. A stone is heavy, and the sand is weighty; but a fool's wrath is heavier than them both. If the King

gives us leave, you and I may as lawfully preach as them that do. Can the fig tree bear olive berries? either a vine, figs? The relations are so uncertain, as they require a great deal of examination. The duke had not behaved with that loyalty as he ought to have done.

11. Do you *propose* to go to London this week? No; I *purpose* going next week. Will you call at *mine* to day? No; I will call at *your house* to-morrow. Are the bells *out*? Yes, the bells are *ringing*. Is the bell *out*? Yes, the bell *tolls*. Is the *snack* of the door mended? Yes, the *latch* goes very well now. *Have* he been here long? Yes, he *has* waited an hour.

12. One and one is two. Three times three is nine. Twenty pence is one shilling and eightpence. If there were no tale-bearers, says I, contention would cease. This day is published, memoirs of the King of Prussia. There's your shoes. Here's your boots. No officer dare contradict the orders of his superior officer. He was bred and born in Norfolk. He can neither read nor write. Allow not nature more than nature need. Who *learned* you to write? This here book is well bound. That there house is very fine.



## Part the Fourth.



### ORTHOGRAPHICAL EXERCISES

TO BE CORRECTED;

*Containing Short Sentences, in which is introduced a Collection of Words of similar sound—to which are added a few Letters upon various subjects, and an Epitome of the History of England.*



THE apartments of the Turkish beys were covered with cloth like green bays. Where I have been, grew a very large been. I gave him a handsome bough of this tree, and he made a low bough when he left the room. The boy was drowned in Yarmouth Roads, near the white boy. I was always bred up to work for my bred. If he brews bad beer, we will brews him. Cain walked with a large cain, but Abel was not abel to walk at all. Did he call for the call of his wig? I knew this bible was not knew. The apple-feller lives in a feller. Mr. Clark was clark of the parish.

2. The deer in this park are very deer. Do you intend paying the money which was do yesterday? You must do it, before the do is off the grafs. I hope he will die my coat before he dies. He feigns himself ill, and yet would feign see the fain. I hope you will fare well at the fare. Several bushes of furs grew under the tall fur trees. Our caps were covered with fir. The miller was covered with flour, and his garden with flours. Why does he groan—is he not groan rich? He lives in a grot not worth a grot. The press-gang hailed him, and hailed him into a boat. Is a hare covered with hare or fur? They shot the poor hart quite through the hart. Did the surgeon heal the man's heal? Could you here him when he was here? They said to him, will you sing a him? He replied, "when my hire is hire." Our ours pass quickly away.

3. They will remain whole in this whole. The leaves of that tree were of a beautiful hue, till it was hued down by my friend Hew. The iles of the churches in this ile are mouldering away. In that inn you will find good wine. Did they kill the hare near the brick-kill? He would not eat the least morsel, least it should hurt him. The mare rode on a brown

mare. It is meet to meet your meet. A mite has not much mite. Do you moan to see the grafs moan? One of them one half a crown. The pail flood near the park pails. He broke the pane, but felt great pane. Walking on the pier, I saw a pier paring a pare—he had a pare of pistols in his pocket. Pause before you approach the pause of a bear.

4. In this place the coast abounds with place. When the ringers had finished one peal, we gave them candied orange-peal. Eat your piece of mutton and be at piece. It is plain they can not plain this board. Doth not a religious man praise God for his bounties, while he praise for a continuance of them? Enlivened by the sun's rays, they rays the city, but I fear the enemy will soon rays it to the ground. I read much among these reads. Mr. Wright could not write rhymes during the rhyme-frost, nor could he spell the wrights of the church wright. While we rode on the rode, they rode on the water. The grandest scene that was ever scene. Steal neither iron nor steal. Some of the boys were imperfect in their fomes. The seam of his coat seams to be rent.

5. He rode away on the steed, and sent another in its steed. You gather flocs very

floely. That gentleman who is now mounting the stile, writes a fine stile. Is this the time to gather time? If my two brothers go, I will go two. He was throne from his throne. In my tour I saw several venerable tours. By the way I saw them wey a wey of cheefe, and I drank some of the wey. You were the first man in this sheer that began to sheer his ewes under ewe trees, with a pair of sheers of his own making. If you sell such bad ware, you will have no clothes to ware. Do not wasse your money in buying wastecoats. He has been very week these three weeks. It is easier to advise than to receive advise. Did you alter the situation of the alter? Could you gain his assent to assend the hill? I hope they will bury poor John under the blackbury tree.

6. They beconed me to eat some baked bacon. The canons of the cathedral were frightened by the report of canons. The King and his consort appeared at the consort. My cozen was cozened out of his money. The counsel of war gave good counsel. The current washed away all the plumbs and currents. A courier arrived from the army last night: he is by trade a courier. In the island of Cyprus grew a cyprus tree. In this lonely desert he will meet his deserts. Francis was married to



Francis. The lord of this manor is distinguished for elegance of manors. Looking through the lattice of the window, I saw Lettice cutting a lettice for dinner. The field marshal walks with a marshal air. Martin shot three martins this morning. Do not meddle with the meddles. By message he informed me, that he intended purchasing the messages. The jester was diverting the people by his jesters.

7. Do you wish to lesson your lessons? The figure of Pallas was seen in the King's pallas. The practice of virtue makes it easy to be practised. The Prophet did not preach for prophet. He stared at me when he went up stares. This valley is of little valley. He can proceed without the assistance of assistance. Barbara carried some pickled barbaras to the coast of Barbara. That eminent man is in eminent danger. Did you ever read a chronical of chronical diseases? The servant was allowed a good salary, besides all the salary in the garden. He is both ingenius and ingenuous. The president has made a bad president. He was beloved by the populous of this populous city. Do you know the principal's principals? In the last session of Parliament, the session of Corsica was debated. In this hot clime, we cannot clime

so well. The cloth was cheap: it was, of course, very course.

8. His gate was so aukward that he ran against the gate. I should freeze, were it not for my warm freeze coat. There is a grate grate in the parlour. The modern Gauls are as bitter as gaul. Did you indite that inditement? The nave of the wheel was broken by a nave. The lady laid her mantle or cloak on the mantle-piece. Paul was one of the paul-bearers. Peter could not find the salt-peter. It was rude not to give me a single rude of land. I should like to roam through all the rooms of Room. They bought a tun of wine and a tun of cheese. His burden was so weighty that he was obliged to weight. Have you heard of this heard of cattle? The young heir came hear with his hare dress. He had a good bass voice, but in private life was bass. Did you brake the brakes?

9. On my bridal day I found a bridle in bridle-alley. My ant was slung by an ant. I will not except the cake, except you eat some of it. He went to the fair and faired well. The painter with his pallet in his hand, lay down on his pallet; after resting awhile, he tasted an orange, which he found pleasant to his pallet. Pray do not pray upon the poor. There were several quires of paper in the cathedral quire.

O spare him! do not kill him with your spare! It is in vain to erect another vain. While he was there, we discovered all his whiles. It was a wet day, and he was wetting his razor. If you are too fatirical, you will not be a wit the better for all your wit. You saw Macbeth last night; which of the whiches did you like the best? Whither I am going, all my hopes must whither. The dyers found a great quantity of woad in this wood. Do not rest my money from me, and I will be at rest. The straits of Gibraltar are quite strait.

10. If you behave well, a quart of meed shall be your meed. When you have completed the lease, I intend giving you a lease of hares. He was so easy of excess, that some persons thought him good natured to excess. It is money which adds force to the cooper's adds. The shoemaker's alls are all broken. The attendants said he required a great deal of attendants. Did you see any beech trees on the beech? They blew the fire and it looked blew. By the by, when you go by the house, you may by some chesnuds. The capitol at Rome was a capitol building. He was much chagrined—why? He had lost a pair of spectacles and chagrin-case. He was sited to a site of the site of the old abbey. It

was civil to give me a civil orange. The two correspondents were pleased with the correspondents of each other's ideas. The crews of these ships were ordered to crews in the North Seas. The Moorish day was here all the day. We are all dependants upon each other: and happy is he whose sole dependants is on the will of God. You have eaten no dinner, and will you desert the desert? His doom was pronounced under the spacious doom. The goose was eaten at Eaten. Your servant bought a bason and your.

11. My brother Nat was stung by a nat. The guests soon guest what was the matter. He certainly was wholly wholly. By intense study, he has completed all his intense. Is there any need to need the dough? The weavers left their looms, and went into the fields to dig the loom. I am very lothe to say I lothe any person. His drefs was mien, but his mien was noble. Every morning the cat mews; and I mews upon my hard fate. This Cornish miner is very young: he is yet a miner. Nay, I am sure the horse nayed very loudly. The Scotchman, dressed in a plaid, plaid on a bag-pipe. The carpenter made a rabbet to the box, but the rabbets jumped out. The King reigns in the hearts of his subjects—he takes much exercise; and even



when it reigns, he holds the reigns of his bridle. If you do not wrap up the paper carefully, you must have a wrap on the fingers. Why do you ring your hands? The bells are wringing. In Queen Elizabeth's time, ruffs were worn round the neck;—were not these very ruff?

12. By means of the seine, several fish were caught in the river Seine. Was ever seen a more enchanting seen? The senior officer, bowing, thus addressed the Grand Senior. The good man was sowing wheat in the fields, while his industrious wife sat sowing at home. It were silly to run the ship on the rocks of Silly. The lady is faint: she will soon very soon. This country teems with the teams of wealthy farmers. After firing the lower tear of guns in vain, the captain shed many a tear. I am uncertain whether he will go out this bad whether. Near the borough of Thetford are several rabbit boroughs. My nutmeg grater is grater than yours. What can you ail after drinking such good ail? Are we not to breathe the same aire with the air to this rich estate? Will you be bale for the man who stole this bale of cloth? He drank more beer than he could bare;—he died soon after, and was carried to his grave on a beer.

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## HISTORY & GEOGRAPHY.

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*Norwich, June 4, 1798.*

DEAR BOY,

SINCE you promise to give attention, and to mind what you learn, I shall give myself the trouble of writing to you again, and shall endeavour to instruct you in severall things, that due not fall under Mr. L's provinse; and wich, if they did, he could teach you much better than I can. I neither pretend nor propose to teach them you throughly; you are not yet of an age fitt for it: but I onley mean to give you a genneral nosion at preasent, of some things that you must learn more particularly hereafter, and that will then be the easyer to you, for having had a genneral idea of them now. For exampel, to give you some nosion of history.

History is an account of whatever has been done by anny country in genneral, or by any number of people, or by anny one man; thus, the Roman History is an account of what the Romans did, as a nation; the Historey of Cataline's conspiracey, is an account of what was done by a particuler number of

peopel; and the History of Alexander the Great, written by Quintus Curtius, is the account of the life and actions of one single man. Historey is, in short, an account or relation of any thing that has been done.

Historey is divided into sacred and profane, antient and moddern.

Sacred Historey is the Bible, that is, the Old and New Testament. The Old Testament is the historey of the Jews, who were God's chosen peopel; and the New Testament is the Historey of Jesus Christ, the Son of God.

Profane Historey is the accounte of the Heathen Gods.

Ancient Historey is the account of all the kingdoms and countrys of the world, down to the end of the Roman Empire.

Modern History is the account of the kingdoms and countrys of the world, sinse the destruction of the Roman Empire.

A perfect knowledge of Historey is extremely necessary; because, as it informs us of what was done by other people, in formur ages, it instructs us what to do in the like caces. Besides, as it is the comon subject of conversation, it is a shame to be ignorant off it.

Geography must necessarily accompany Historey; for it would not be enuff to know

what things were done formerley, but we must know where they were done; and Geography, you know, is the description of the earth, and shows us the situations of towns, countrys, and rivers. For example; Geography shows you that England is in the North of Europe, that London is the chiefe town of England, and that it is situated upon the river Thames, in the county of Middlesex; and the same of other towns and countrys. Geography is likewise divided into antient and moddern; many countrys and towns having, now, very different names from what they had formerley; and many towns, which made a grate figure, in antient times, being now utterly destroyed; as the two famous towns of Troy, in Asia, and Carthage, in Africa: of both which there are not now the least remains. Read this with attention, and then go to play with as much attention; and so farewell.

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### MODERN HISTORY.

DEAR BOY,

SINCE you are now in Moddern History, it is necessary you should have a generall notion of the origin of all the present kingdoms and governments of Europe, which are the objects of Moddern History.



The Romans, as you verry well know, ware masters of all Europe, as well as of great part of Asia and Africa, till the third and fourth centurys, that is about fourteen or fifteen hundred years ago; at wich time the Goths broke in uppon them, beat them, made themselves masturs of all Europe, and founded the severall kingdoms in it.

These Goths were originaly the inhabitan-  
 ance of the northern parts of Europe,  
 called Scandinavia, north of Sweden; part  
 of which is to this day cauled Gothland,  
 and belongs to Sweden. They were ex-  
 tremely numerus, and extreamly poor; and  
 finding that there own baren cold country  
 was unable to support such great numburs  
 of them, they left it, and went out in  
 swarmes to seek their furtunes in othur  
 countrys. When they came into the nor-  
 thurn parts of Germany, they beat those  
 who oposed them, and recieved those who  
 where willing to join them, as many of those  
 northurn peeple did; such as the Vandals,  
 the Huns, the Franks, who are all compre-  
 hended under the general name of Goths.  
 Those who went westward where called the  
 Visigoths; and those who went eastward,  
 the Ostrogoths. Thus increfing in num-  
 bers and strength, they intirely subverted

the Roman empire, and made themselves masters of awl Europe: and from hense moddern history begins. That part of the Goths, who were called the Franks, setteled themselves in Gaul, and called it France; the Angli, another sett of them, came over hear into Britain, since which time it is called England.

The Goths where a brave but barbarous nation. War was there whole busines, and they had not the least notion of arts, sciences, and lerning; on the contrarey, they had an aversion to them, and destroyed, wherever they went, all books, manuscrips, picters, statues, and all records and monnuments of former times; wich is the cause that we have so few of those things remaining: and at this time, a man that is ignorante off, and despises arts and sciences, is proverbially called a Goth, or a Vandal.

In the Gothic form of govvernement, though they had Kings, there Kings were litel more than gennerals in time of war, and had verry little power in the civil govvernement; and could do nothing without the concent of the principle people, who had regular assemblys for that perpose: whence our Parliaments are derived.

Europe continued, for many centurys, in the grossest and darkest ignorance, under the

government off the Goths; till at last, in the fifteenth century, that is, about three hundred yeares ago, lerning, arts and sciences, revived a littel; and soon after flourished under Pope Leo X. in Italy, and under Francis I. in France: What ancient Greek and Latin manuscripts had escaped the fury of the Goths and Vandals, where then recovered and published; and painting and sculptor where carryed to there highest perfection. What contributed the most to the improvment of lerning, was the invention of printing, which was discovered at Haerlem, in Holland, in the fifteenth century, in the year one thousand four hundred and forty. Adieu.

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## CORRECTNESS of LANGUAGE.

*Norwich, June 25, 1798.*

DEAR BOY,

THIS morning I received your letter of the 23d of June, and not of July, as you had dated it. I send you back your theme, the sense of which I am very well sattisfied with; I have corected the English of it, which corections I desire you will observe and remember. Though propriety and ac-

curacy are comendable in every language, they are particularly necessary in one's own; and distinguish people of fashion and education from the illiterate vulgar. Those who speak and write a language with purity and elegance, have a great advantage over even those who are free from faults, but have yet no beauty nor happiness of style and expression.—Cicero says, very truly, that it is a great ornament and advantage to excel other men in that particular quality, in which men excel beasts, speech.—Direct your next to me here, and after that to Yarmouth.—Adieu! and, in proportion as you deserve it, I shall always be  
Your's.



## WRITING AND SPELLING.

*Norwich, July 1, 1798.*

DEAR BOY,

I RECEIVED, this morning, your letter and theme, both which were so much better written than the former, that I almost read them at sight. It is therefore plain that you could do better than you did, and I am sure you can do better still, and desire that you will be pleased to do so. I send you back your letter for the sake of too gross faults in



orthography, wick I have corrected, and wick it is fit you should observe. Those things which all people can do well if they please, it is a shame to do ill.—As for example; **WRITING AND SPELLING WELL**, only require care and attention. Their are other things which people are not oblidge to do at all; but if they due them at all, are obliged to do them well, or they make themselves very ridiculus by attempting them. As for instance; danfing, musick, painting, wick a man is not obliged to know at all; but then he is obliged by comon fence, not to do them at awl, unless he does them well.

Adieu.



## *APPLICATION.*

DEAR BOY,

I AM sure you are now old enuff, and I hope and believe that you are wise enuff, to be sensible of the great advantages you will receive for the rest of your life, from application in the begining of it: If you have regard for your carracter, if you would be loved and esteemed hereafter, this is your time, and your only time, to get the materials together, and to lay the foundation of

your future reputation; the superstructure will be easily finished afterwards. One year's application now, is worth ten to you hereafter; therefore pray take pains now, in order to have pleasure afterwards; and mind always what you are about, be it what it will; it is so much time saved. Besides, there is no one surer sign in the world of a little frivolous mind, than to be thinking of one thing while one is doing another; for whatever is worth doing, is worth thinking of while one is doing it. Whenever you find any body incapable of attention to the same object for a quarter of an hour together, and easily diverted from it by some trifle; you may depend upon it that person is frivolous and incapable of any thing great.

Adieu.



## GOOD-BREEDING.

DEAR CHILD,

YOU behaved yourself so well at Mr. Bowker's, last Sunday, that you justly deserve commendation: besides, you encourage me to give you some rules of politeness and good-breeding, being persuaded that you will observe them. Know then that as learning, honor, and virtue, are absolutely

necessary to gain you the esteem and admiration of mankind; politeness and good-breeding are equally necessary, to make you wellcome and agreeable in conversation, and comon life. Great tallents, such as honour, virtue, learning, and parts, are above the generallity of the world; who neither possess them themselves, nor judge of them rightly in others; but all people are judges of the lesser tallents, such as civility, affability, and an obliging, agreeable address and manner; because they feel the good effects of them, as making society easy and pleasing. Good sense must, in many cases, determine good breeding.

Remember, it is always extremely rude, to answer only *Yes* or *No* to any body, without adding *Sir* or *Maddam*. It is likewise extremely rude not to give the proper attention, and a civil answer, when people speak to you, or to go away, or be doing something else, while they are speaking to you; for that convinces them that you despise them, and do not think it worth your while to hear or answer what they say. I dare say I need not tell you how rude it is, to take the best place in a room, or to seize immediately upon what you like at table, without offering first to help others; as if you considered nobody but yourself.

On the contrarey, you should always endeavour to procure awl the conveniences you can to the peeple you are with. Besides being civil, wich is absolutely necessary, the perfection of good breeding is, to be civil with ease, and in a gentelmanlike manor. And pray remember never to be ashamed of doing what is rite: you would have a great deal of reason to be ashamed, if you were not civil; but what reason can you have to be ashamed of being civil? And why not say a civill and oblidging thing, as easiley and as naturally, as you would ask what o'clock it is?—This kind of bashfullness is the distinguishing charracter of an English booby; who is frightened out of his wits, when people of fashion speake to him; and, when he is to anser them, blushes, stamers, can hardley get out what he would say; and becomes realy ridiculous, from a groundless fear of being laughed at: whereas a reall well-bread man would speak to all the Kings in the world, with as littel concern, and as much ease, as he would speak to you.

Remember, then, that to be civill, and to be civill with ease (wich is properly called good-breeding) is the onley way to be beloved, and well received in companey; that to be ill-bred, and rude, is intollerabel, and



the way to be turned out of company ; and that to be bashfull, is to be ridiculous. As I am sure you will mind and practice all this, I expect you will not onley be the best scholar but the best bred man in England.

Farewell.



## Epitome

OF THE

## *History of England.*



ENGLAND was originally called Britain, when the Romans, under Julius Cæsar, first invaded it; the Romans continued in Britain about four hundred years.

The Romans quited Britain of themselves; and the Scotch, who went by the name of Picts, because they painted there skins, atacked the Britons, and beat them; upon which the Britons called over the Angli, a peopel of Saxony, to there assistants against the Picts. The Angli came and beat the Picts; but then beat the Britons two, and made themselves masters of the kingdum, wich from there own name

they called Anglia, from whence it was called England.

These Saxons divided England into seven kingdoms; wick where called the Saxon Heptarchy.

Afterwards the Danes invaded England, and made themselves masters of it; but where soon driven out again, and the Saxon government restored.

The last invasion of England was by the Normans, under WILLIAM THE CONQUEROR in the year 1066.

Though William came in by conquest, he did not pretend to govern absolutely as a conqueror, but thought it his safest way to conform himself to the constitution of this country.—He was a great man.

1087. His son, WILLIAM RUFUS, so called because he had red hair, succeeded him. He was killed accidentally by one of his own people as he was hunting. He died without children, and was succeeded by his younger brother, Henry the First.

1100. HENRY THE FIRST was a great King. As he had no sons, he was succeeded by his nephew Stephen.

1135. STEPHEN was attacked by the Empress Maud, who was daughter to Henry the First, and had consequently a better right to the crown than Stephen. He agreed

to a treety with her, by wich she lett him rein for his life; and he oblidge himself to fettle the crown after his death uppon her son Henry the Second, who in efect succeeded him.

1154. HENRY THE SECOND was a very great King; he conquered Ireland, and annexed it to the Crown of England. He was succeeded by his son, Richard the First.

1189. RICHARD THE FIRST was remarkable by nothing but by his playing the fool in a Croisado, or Crusade, to Jerusalem; a prevailing folly of those times, when the Christians thought to meritt Heaven, by takinge Jerusalem from the Turks. He was succeeded by John.

1199. KING JOHN was opressive and tyranical; so that the peopel rose against him, and obliged him to give them a charter, confirminge all there libertys and privileges; which charter subsists to this day, and is called Magna Charta. He was succeeded by his son, Henry the Third.

1216. HENRY THE THIRDE had a long but trubblesom rein, being in perpetual disputes with the peeple and the nobles; sometimes beating, sometimes beaten. He was succeeded by his son, Edward the First.

1272. EDWARD THE FIRST was one of the greatest Kings of England. He con-

quered the prinſipality of Wales, and annexed it to the Crown of England; ſinſe wich time, the eldeſt ſon of the King of England has always been Prince of Wales. He beat the Scotch ſeveral times. Manny of our beſt laws where made in his reign. His ſon, Edward the Second, ſucceeded him.

1307. EDWARD THE SECOND was a wretched, weak creature, and always governed by his favorites. He was depoſed, put into priſon, and ſoone afterwards put to death.

1327. His ſon, EDWARD THE THIRD, ſucceeded him; and was one of the greateſt Kings England ever had. He declared war againſt France; and with an army of thirty thouſand men, beat the French army of fixty thouſand men, at the famous battel of Crecy, in Picardy, where above thirty thouſand French where killed. His ſon, who was called the Black Prince, beat the French againe at the battel of Poiſtiers, and took the King of France priſonner. The French had above threſcore thouſande men; and the Black Prince had but eight thouſand. This King founded the Order of the Gartur. His ſon, the Black Prince, dyed before him, ſo that he was ſucceeded by his grandſon, Richard the Second, ſon to the Black Prince.



1377. This RICHARD THE SECOND had none of the virtues of his father, or grandfather, but was governed by favorites; was profuse, necessitous, and endeavoured to make himself absolute. He was deposed, imprisoned, and finally put to death by Henry the Fourth, who succeeded him, and who was the first of the House of Lancaster.

1399. HENRY THE FOURTH was descended from Edward the Third, by John of Gaunt, Duke of Lancaster, and had consequently no hereditary right to the Crown. He beat both the Scotch and the Welch. He was a considerable man.

1413. HENRY THE FIFTH, his son, succeeded him; and was, without dispute, one of the greatest Kings of England; though he promised little while he was Prince of Wales, for he led a dissolute and idle life, even robbing sometimes upon the highway. But as soon as he came to the throne, he left those shameful courses, declared war to France, and entirely routed the French army, six times more numerous than his own, at the famous battle of Agincourt, in Picardy. He died before he had completed the conquest of France; and was succeeded by his son, Henry the Sixth, a minor, who was left under the guardianship of his uncles, the dukes of Bedford and Gloucester.

1422. HENRY THE SIXTH was so littel like his father that he sune lost all that his father had got; and, though crouned King of France, at Paris, was drivven out of France; and of awl his father's conquests; retained onley Calais. It was a remarkabel accident that gave the first turne to the succeses of the English, in France. They where beseeging the town of Orleans, when a girl, called Joan of Arc, tooke it into her head that God had apointed her to drive the English out of France. Accordingley she atacked, at the head of the French troops, and entireley beat the English. The French called her, *La Pucelle d'Orleans*. She was afterwards taken by the English, and burnt for a witch. Henry had not beter success in England; for he was deposed by Edward the Fourth, of the House of York, who had the hereditarey rite to the crown.

1461. EDWARD THE FOURTH did nothing confiderabel, accept against the Scotch, whom he beate. He intended to have attempted the recovery of France, but was prevented by his deth. He left too suns under age, the eldest of wich was proclaimed King, by the name of Edward the Fifth; 1483. But the Duke of Glocester, there uncel and guardian, murdered them both, to make way for himself to the throne. He was Richard the Third, comonley caled

Crook-Back Richard, because he was crooked.

1483. RICHARD THE THIRD was so cruell and sanguinary, that he soon became universally hated. Henry the Seventh, of the House of Lancaster, profitted of the genneral hatred of the people to Richard, raysed an army, and beat Richard, at the battel of Bosworth field in Leicestershire, where Richard was kiled.

1485. HENRY THE SEVENTH was proclaimed King, and sune after, married the daughter of Edward the Fourth; reunitinge thereby thee pretentions of both the Houses of York and Lancaster; or, as they were then called, the White Rose, and the Red; the white rose being the arms of the House of York; and the red rose, the arms of the House of Lancaster. Henry the Seventh was eminently wise and learned; so that, since the days of Alfred, England had not scene such another king.

1509. HENRY THE EIGHTH succeeded his father. His rein deserves your attention; being full of remarkabel events, particularly that of the Reformation.

As he was profuse, he soon spent in idleness and pleasures, the grate somes his father left him. He was violent and impetuous in all his passions, in satisfying wick

he stoped at nothing. He had married, in his father's life-time Catherine, Princess of Spain, the widow of his elder brother Prince Arthur; but growing weary of her, and being in love with Anne Boleyn, he was resolved to be divorced from his wife, in order to marry Anne. The Pope would not consent to this divorce; at which Henry was so incensed, that he through of the Pope's authority in England, declared himself head of the church, and divorced himself. You must know that in those days, the Pope pretended to be above all kings, and to depose them when he thought proper. He was universal head of the church, and disposed of bishopricks and ecclesiastical matters in every country in Europe. To which unreasonable pretensions all princes had been fools enough, more or less, to submit. But Henry put an end to those pretensions in England, and resolved to retain no part of Popery that was inconsistent with his passions, or his interest; in consequence of which, he dissolved the monasteries and religious houses in England, took away their estates, kept sum for himself, and distributed the rest among the considerable people of this country. This was the beginning of the Reformation in England. As it is necessary you should know what the reformation is,



I must tell you, that about too hundred and fifty years ago, all Europe were Papists, till one Martin Luther, a German Augustine Monk, began in Germany to reform religion from the errors of Popery. Many German princes, particularly the Elector of Saxony, embraced his doctrines and protested against the church of Rome, from whence they were called Protestants. To returne to Henry the Eighth; he married six wives, one after another, two of which he beheaded for adultery, and put away two because he did not like them. He was for some time governed absolutely by his first minister, Cardinal Wolsey; who was at last disgraced, and broke his heart.

1547. Henry was succeeded by his son, EDWARD THE SIXTH, who was but nine years old; but his guardians being Protestants, the Reformation was established in England. He died at fifteen years old, and was succeeded by his half-sister, Mary.

1553. QUEEN MARY was the daughter of Henry the Eighth, by his first wife, Catherine of Spain; she was a zealous and cruel Papist, imprisoned and burnt the Protestants, and did all she could to root out the Reformation in England; but did not rein long enough to do it. She was married to Philip the Second of Spain, but

having no children, was succeeded by her sister, Queen Elizabeth.

1558. The rein of Queen Elizabeth is, without dispute, the most glorious in the English historey; she established the Reformation, encouraged trade and manufacturs, and carryed the nation to a pitch of happiness and glorey it had never scene before. She defeated the fleet which Philip the Second of Spain sent to invade England, and which he called the Invincible Armada. She assisted the Dutch, who had revolted from the tyranny of the same king's government; and contributed to the establishment of the United Provinces. In her reign we made our first settelment in America, which was Virginia, so called from her because she was a virgin, and never married. She beheaded her cozen Mary Queen of Scotland, who, it is said, was continually forming plots to dethrone her, and usurp the kingdom. She was succeeded by her nearest relation, King James the First, the son of Mary Queen of Scots who was behaded.

1603. With KING JAMES THE FIRST the family of the Stuarts came to the throne. King James had no one of the vertues of his predeceser Queen Elizabeth. He was the bubbel of his favvurites, whom he enriched, and always in necessity himself. His reign was inglorius and shame-

full, and layd the foundation of all the mischeef that hapened under the reign of his son and successer King Charles the First.

Observe, that till King James the First, Scotland had its own kings, and was independant of England; but he being king of Scotland when Queen Elizabeth dyed, England and Scotland have from that time been united under the same kings.

1625. KING CHARLES THE FIRST succeeded his father King James the First; and was much better than his father, having both more sence and more courage. He had learned from his father to fanfy that he had a rite to be absolute; and had the courage, that his father wanted to try for it. This made him quarel with Parliments, and attempt to rays money without them. He would likewise, by the advise of Archbishop Laud, establisth the Common Prayer through the whole kingdom by force, to which the Presbyterians would not submitt. These disputes occasioned a civil war in the nation, in which Charles was beaten, and taken prisoner. A high Court of Justice was erected on purpose for his tryall, where he was tryed and condemned; and was beheaded publickly, at Whitehall, on the 30th of January, 1649.

After Charles' death, the Parliment governed for a time; but the army soon

tooke the power out of there hands; and then Oliver Cromwell, a private gentleman of Huntingdonshire, and a Colonel in that army, usurped the government, and called himself the Protector. He made himself both feared and respected by all the Powers in Europe. He took Jamaica from the Spaniards, and Dunkirk, which Charles the Second sold afterwards to the French. He dyed in aboute ten years astur he had uferped the government; and King Charles the Second was restored, by the means of Genneral Monk, who was then at the heade of the army.

1660. KING CHARLES THE SECOND, who, duriage the life of Cromwell, had been wanduring about from one countrey to another, insteade of profitting by his aduersity, had onley colected the viles of all the countrys he had been in. He had very littel religion; and was so necessitus, that he became a pensioner to France. He lived uneasly with his peepel and his parliament. As he dyed without legitimate children, he was succeded by his brother, the Duke of York, then

1685. KING JAMES THE SECOND, who resolved to be abov the laws and make himself absolute; upon which the nation turned him out, before he had reined quite four years, and called the Prince of Orange



from Holland, who had married King James' eldest daughter, Mary. The Prince and Princess of Orange were then declared, by Parliament, King and Queen of England, by the title of King William the Third, and Queen Mary: and this is called the Revolution, 1688.

QUEEN MARY was an excellent Princess; but she died seven years before King William. King William was a brave and warlike King: he would have been glad of a greater share of power, than he really possessed; but his parliaments kept him within due bounds. King William was succeeded by Queen Anne, the second daughter of King James the Second.

1702. The reign of QUEEN ANNE was a glorious one, from the success of her arms against France, under the Duke of Marlborough. As she died without children, the family of the Stuarts ended in her; and the crown went to the House of Hanover, as the next protestant family: so that she was succeeded by KING GEORGE THE FIRST, 1714. 14 NO 63

# APPENDIX.

## IRREGULAR VERBS.

| <i>Present time.</i> | <i>Past time.</i>            | <i>Participle.</i>  | <i>Present time.</i> | <i>Past time.</i>    | <i>Participle.</i>  |
|----------------------|------------------------------|---------------------|----------------------|----------------------|---------------------|
| Awake                | awoke                        | awaked              | Die                  | died                 | dead                |
| Abide                | abode                        | abode               | Draw                 | drew                 | drawn               |
| Be                   | been                         | been                | Dream                | { dreamed,<br>dreamt | dreamt              |
| Bend                 | bent                         | bent                | Drink                | drank                | drunk               |
| Bear                 | bore, bare                   | born, borne         | Drive                | drove                | driven              |
| Begin                | began                        | begun               | Dwell                | { dwelled<br>dwelt   | dwelt               |
| Bereave              | bereft                       | bereft              | Eat                  | ate                  | eaten               |
| Beseech              | besought                     | besought            | Fall                 | fell                 | fallen              |
| Beat                 | beat                         | beaten              | Feed                 | fed                  | fed                 |
| Bind                 | bound                        | bound               | Feel                 | felt                 | felt                |
| Bite                 | bit                          | bitten              | Fight                | fought               | fought              |
| Bleed                | bled                         | { bled,<br>blooded  | Find                 | found                | found               |
| Blow                 | blew                         | blown               | Flee                 | fled                 | fled                |
| Break                | broke                        | broken              | Fling                | flung                | flung               |
| Breed                | bred                         | bred                | Fly                  | flew                 | flown               |
| Bring                | brought                      | brought             | Forake               | forsook              | forsaken            |
| Buy                  | bought                       | bought              | Freight              | freighted            | fraught             |
| Burst                | burst                        | { burst,<br>bursten | Freeze               | froze                | frozen              |
| Catch                | { caught<br>catched          | caught              | Get                  | got                  | gotten, got         |
| Chide                | chid                         | chidden             | Give                 | gave                 | given               |
| Chuse, or            | { chose                      | chosen              | Gild                 | gilded, gilt         | gilded, gilt        |
| Choose               | { chose                      | chosen              | Gird                 | { girded,<br>girt    | { girded,<br>girt   |
| Cleave               | { cleave,<br>clove,<br>cleft | { cleft,<br>cloven  | Grind                | ground               | grondu              |
| Come                 | came                         | come                | Go                   | went                 | gone                |
| Creep                | { crept,<br>creeped          | crept               | Grow                 | grew                 | grown               |
| Dare                 | { durst<br>dared             | dared               | Hang                 | { hung,<br>hanged    | { hung,<br>hanged   |
| Do                   | did                          | done                | Have                 | had                  | had                 |
|                      |                              |                     | Hear                 | heard                | heard               |
|                      |                              |                     | Help                 | helped               | { holpen,<br>helped |

| <i>Present time.</i> | <i>Past time.</i>  | <i>Participle.</i> | <i>Present time.</i> | <i>Past time.</i>    | <i>Participle.</i>  |
|----------------------|--------------------|--------------------|----------------------|----------------------|---------------------|
| Hew                  | hewed              | hewn               | Smite                | smote                | smitten             |
| Hide                 | hid                | hidden, hid        | Speak                | spoke                | spoken              |
| Hold                 | held               | { holden<br>held   | Spell                | { spelled<br>spelt   | spelt               |
| Keep                 | kept               | kept               | Spill                | { spilled<br>spilt   | spilt               |
| Know                 | knew               | known              | Spend                | spent                | spent               |
| Lay                  | laid               | laid               | Spin                 | span                 | spun                |
| Lead                 | led                | led                | Spit                 | spat                 | spat                |
| Leave                | left               | left               | Spring               | sprang               | sprung              |
| Lend                 | lent               | lent               | Stand                | stood                | stood               |
| Lie                  | lay                | lain               | Stick                | stuck                | stuck               |
| Lose                 | lost               | lost               | Sting                | stung                | stung               |
| Make                 | made               | made               | Steal                | stole                | stolen              |
| Mean                 | meant              | meant              | Strike               | struck               | stricken            |
| Mow                  | mowed              | mown               | Strive               | strove               | striven             |
| Meet                 | met                | met                | Sware                | { swore,<br>sware    | sworn               |
| Rend                 | rent               | rent               | Sweep                | { swept,<br>swept    | swept               |
| Ride                 | rode               | ridden             | Swell                | swelled              | swollen             |
| Ring                 | rang               | rung               | Swing                | { swung,<br>swung    | swung               |
| Rise                 | rose               | risen              | Swim                 | { swam,<br>swum      | swum                |
| Run                  | ran                | run                | Take                 | took                 | taken               |
| Say                  | said               | said               | Teach                | taught               | taught              |
| See                  | saw                | seen               | Tell                 | told                 | told                |
| Seek                 | sought             | sought             | Think                | thought              | thought             |
| Seethe               | sod                | sodden             | Thrive               | throve               | thriven             |
| Sell                 | fold               | fold               | Throw                | threw                | thrown              |
| Send                 | sent               | sent               | Tread                | trod                 | trodden             |
| Shake                | shook              | shaken             | Weep                 | wept                 | wept                |
| Shew                 | shewed             | shewn              | Win                  | won                  | won                 |
| Shine                | { shined,<br>shone | shined             | wind                 | wound                | wound               |
| Shoot                | shot               | shot               | Wear                 | wore                 | worn                |
| Shrink               | shrank             | shrunken           | Write                | { wrote,<br>writ     | { written,<br>write |
| Sing                 | sang               | sung               | Work                 | { worked,<br>wrought | { wrought           |
| Sink                 | sank, sunk         | sunk               | Wring                | wrung                | wrung.              |
| Sit                  | sat                | sat                |                      |                      |                     |
| Slay                 | slew               | slain              |                      |                      |                     |
| Slide                | slid               | slidden            |                      |                      |                     |
| Sleep                | slept              | slept              |                      |                      |                     |
| Sling                | slang, slung       | slung              |                      |                      |                     |
| Smell                | smelt              | smelt              |                      |                      |                     |

EXPLANATION  
OF THE SEVERAL  
**MODES AND TENSES.**

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The *Mode* is the manner of representing the being, action, or passion.

The *Indicative Mode* expresses the action or being, directly and absolutely; as, *I am, he loves.*

The *Imperative* commands or forbids; as, *come, go, fear him, love him.*

The *Potential* expresses the action or being, as possible or impossible, fit or unfit; as *I may love, I can not go.*

The *Subjunctive* generally depends on some other verb, implying a condition or supposition, and has a *Conjunction* before it; as, *if I love, if thou love.*

The *Infinitive* expresses the action or being indeterminately; as, *to go, to exist, to write.*

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There are *five Tenses*, or *Times*; the *Present*, the *Imperfect*, the *Perfect*, the *Pluperfect*, and the *Future*.

The *Present* expresses the time that *now is*: as, *I love, or, am loving.*

The *Imperfect* denotes the time *past indeterminately*; as, *I loved, or, was loving.*

The *Perfect* denotes the time *past determinately*; as, *I have loved, or, have been loving.*

The *Pluperfect* denotes the time *past* as prior to some other point of time specified in the sentence; as, *I had loved, or, had been loving.*

The *Future* denotes the time *to come*; as, *I will or shall love; or, will or shall be loving.*

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*A regular Verb is declined, as in the following Example,*  
**INDICATIVE MODE.**

*Present Tense.*

*Sing.* I love or do love, thou lovest or doest love, he loveth or loves, or doth or does love. *Plu.* We love or do love, ye or you love or do love, they love or do love.

*Imperfect Tense.*

*Sing.* I loved or did love, thou lovedst or didst love, he loved or did love. *Plu.* We loved or did love, ye loved or did love, they loved or did love.



*Perfect Tense.*

*Sing.* I have loved, thou hast loved, he hath loved. *Plu.* We have loved, ye have loved, they have loved.

*Pluperfect Tense.*

*Sing.* I had loved, thou hadst loved, he had loved, *Plu.* We had loved, ye had loved, they had loved.

*Future Tense.*

*Sing.* I shall or will love, thou shalt or wilt love, he shall or will love. *Plu.* We shall or will love, ye shall or will love, they shall or will love.

## IMPERATIVE MODE.

*Sing.* Let me love, love thou, or do thou love, let him love. *Plu.* Let us love, love ye, or do ye love, let them love.

## POTENTIAL MODE.

*Present-Tense.*

*Sing.* I must, may, can, would, or should love, thou must, mayest, canst, wouldst, or shouldst love, he must, may, can, would, or should love. *Plu.* We must, may, &c. &c.

*Perfect Tense.*

*Sing.* I must, might, would, could, or should have loved, thou must, mightest, wouldst, couldst, or shouldst have loved, &c.

The *Pluperfect Tense*, in this *Mode*, is best expressed by the *Perfect*; as, I might have loved her before the time you mention.

The *future Tense*, of most *Verbs*, in this *Mode*, is best expressed by the present; as, I may love to-morrow.

## SUBJUNCTIVE MODE.

*Present Tense.*

*Sing.* I love, thou love, he love; and I may love, thou mayest love, he may love,. *Plu.* We may love, &c.

*Perfect Tense.*

I might, could, should, would have loved, &c.

## INFINITIVE MODE.

*Present*, to love. *Past*, to have loved.

## PARTICIPLES.

*Present*, loving. *Past*, loved.

## ADVERBS.

|                |              |                                      |
|----------------|--------------|--------------------------------------|
| Afterwards     | In vain      | To-morrow                            |
| Afunder        | Less, least  | There                                |
| Already        | Long         | Thither                              |
| Always         | Much         | Thence                               |
| Alike          | More         | Than— <i>is a Conjunction also</i>   |
| Again          | Most         | Twice                                |
| Almost         | No           | Thrice                               |
| At-least       | Now          | Thereof                              |
| By and by      | Not          | Thereupon                            |
| Down—downright | Needs        | Therein                              |
| Downwards      | Never        | Together                             |
| Ever           | Nevertheless | Thus                                 |
| Enough         | No where     | Whereof                              |
| Far            | Often        | Well                                 |
| Herein         | On           | While                                |
| Hereafter      | Once         | When— <i>sometimes a Conjunction</i> |
| Hereat         | Outward      | Whenever                             |
| Hereby         | Outwards     | Where                                |
| Hereupon       | Onward       | Whence                               |
| Hereabouts     | Otherwise    | Whereof                              |
| Herewith       | Perhaps      | Yesterday                            |
| Heretofore     | Peradventure | Upwards                              |
| Here           | Rather       | Very                                 |
| Hither         | Since        | Yea                                  |
| Hitherto       | Sometimes    | Yes                                  |
| How            | Seldom       | Yet.                                 |
| Henceforth     | Somewhere    |                                      |
| Hence          | Soon         |                                      |
| Ill            | To-day       |                                      |

\* *Adjectives become Adverbs by adding the termination ly—as dutifully, honestly, bravely.*

## OBSERVATIONS

SEVERAL WORDS AND PHRASES IN GENERAL USE.



CUT A FIGURE.

To *make* a figure, to *make* an appearance—handsome, or mean—are polite expressions. “You are not angry with me for those Jokes which *I cut* upon you yesterday, are you?”

A person may be said to *cut a figure*, in allusion to the business of a Carver. But to *cut a Joke* ought surely to be condemned as unpolite. To *pass a Joke*—to *pass Censure*—are proper.

To *CRACK a Joke*.—In noticing the jocular propensity of a person, do not say—He is fond of *Cracking* his Jokes—but he is *Jocose*—he likes to *Joke*—he is fond of *Sporting* a joke; for this is descriptive of a propensity to enliven discourse by a witty and unexpected combination of ideas. But if his pleasure consist in *personal Attack*, do not say—he loves to *cut* a joke upon a friend—but, he loves to *pass* a joke on a friend—he takes pleasure in *pointing* a jest at a friend.

To *pass* sentence and to *pronounce* sentence are synonymous. To *address* a sentiment to a person and to *point* a sentiment to a person are also synonymous and proper. But how a *remark* is to be *cut* and *crackt* I know not.

## DO YOU SEE.

“Sounds are conveyed through water—*do you see*—with almost the same facility with which they move through air.”

It is by no means unpolite to request a person to inform you, whether he *comprehends* the terms of a question, or has a perfect *conception* of the subject in debate, but it is quite unnecessary to reiterate—*do you see*—in the sequel of your narrative, or the progress of your arguments.

Had I the honour of explaining to my Reader the circumstances of the Death of General Wolfe, as they are represented on his monument in Westminster Abbey, would it not be somewhat extraordinary, if I asked him at every third word—ARE YOU BLIND? E. G.—The expiring Hero is attended by his Aid de Camp. Before him—are you blind—is an Indian Chief. That Soldier—are you blind—is shouting Victory!

Permit me, therefore, to observe, that *Says I* and *says she*—*So says I* and *so says he*—*You see* and *don't you see*—*You know* and *don't*

*you know—And so as I was saying, &c. &c. &c. are to be most religiously avoided by all who aim at dignity and decency of expression.*

### I HAVE GOT.

*I got on horseback within ten minutes after I received your letter. When I got to Canterbury, I got a Chaise for Town. But I got wet through before I got to Canterbury, and I have got such a cold as I shall not be able to get rid of in a hurry. I got to the Treasury about noon, but first of all I got shaved and dressed. I soon got into the secret of getting a Memorial before the board, but I could not get an answer then, however I got intelligence from the messenger that I should most likely get one the next morning. As soon as I got back to my inn, I got my supper, and got to bed, it was not long before I got to sleep. When I got up in the morning, I got my breakfast, and then got myself dressed, that I might get out in time, to get an answer to my memorial. As soon as I got it, I got into the chaise, and got to Canterbury by three; and about tea time, I got home. I have got nothing particular for you, and so Adieu."*

*Are you in quest of any thing? Do not exclaim—I have got it. But say—I have found it or I have it—Here it is, &c.*

*Again. "I mounted my horse, or I was on horseback within ten minutes after I received your letter: as soon as I arrived at Canterbury, I engaged (or hired or slept into) a post chaise for town. I was wet through before I reached Canterbury, and I have taken such a cold as I shall not easily remove or cure.*

*"I arrived at the Treasury about Noon, being previously shaved and dressed. I soon discovered the secret of introducing a memorial to the board; I could not, however, obtain an immediate answer, but the messenger told me, that I should most probably receive one, next morning. I returned to my inn, slept, went to bed, and slept well. I rose early, and dressed immediately after breakfast that I might be in time for the answer to my memorial. As soon as I received it, I took post chaise, reached Canterbury by three, and my home about tea time. I have nothing particular to add. Adieu."*

### CATCH.

*If a man be in pursuit of another, he should say—he will overtake him, instead of catch him. And I have caught or taken cold, instead of I have catched cold. You will be caught, or detected, instead of you will be catched.—Thief-Taker, instead of Thief-Catcher.*

### I WONDER.

*Many persons are accustomed to use—I wonder—on very improper occasions. E. G. I wonder what's a Clock! I wonder whether it will rain to day!—With equal propriety you may say—I ADMIRE what's a clock! I am ASTONISHED whether it will rain to day!*



A person of education enquires—*What's a Clock?* Or more properly—*What's the hour?* *Will it rain to day?*

“*I wonder that the Emperor is so inactive.*” A proper expression, and equivalent to, *I am surprised the Emperor is so inactive.* “*I wonder whether he will conquer the Turks.*” Improper, and equivalent to, *I am surprised whether he will conquer the Turks.* On such occasions, it is more correct to say—*I am unable to determine—I am at a loss to conjecture—I am in doubt—I wish to know, &c.*

- 1.—THIS HOUSE TO LET.
- 2.—THIS HOUSE TO BE LET.
- 3.—THIS HOUSE TO LET.
- 4.—THIS HOUSE TO BE LETT.

The full construction of this Example is—*This House is to be LETED.* No obscurity arises from the omission of *is*, nor from the abbreviation of *LETED*—*Leted* being the same to *lett*, as *dressed* to *drest*. But the *T* is no less essential to *Lett*, than the *T* in *Drest*.

The House is *PASSIVE* on this occasion; and, therefore, the presence of *BE* after *TO* is indispensable. There is no instance in our language to countenance the omission.

The first example is improper, because it makes the house *ACTIVE*. This House to let—to let what? The Proprietor? The House, I presume, is to *BE LETT*, BY the Proprietor.

The second Example is improper, because it has the Verb active *LET* after the passive sign *BE*.

The third Example is incorrect, in consequence of omitting *BE*.

The fourth Example is proper.—You may omit *This House*, and write, *TO BE LETT*.—But take care that you never prefix—*THESE PREMISES*—*These Premises to be lett*. When Houses or Estates have been described (in an Advertisement suppose) you may subjoin—*The Premises may be viewed—The Premises are to be lett*—instead of saying—*The above House and Gardens—The above Estate—may be viewed—lett—or sold, &c.*



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*ERRATA.*

PAGE 25.—*Yet* should have been inserted among those words which are sometimes *Adverbs*.

PAGE 39, lines 2 and 13.—For Practice read Practise.

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